



BROOKLYN SPRINGS ELEMENTARY

1637 Billings Drive
Lancaster, SC 29720

GRADES K-5 Elementary School

ENROLLMENT 673 Students

PRINCIPAL Mae F. Crawford 803-283-8471

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	27	59	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

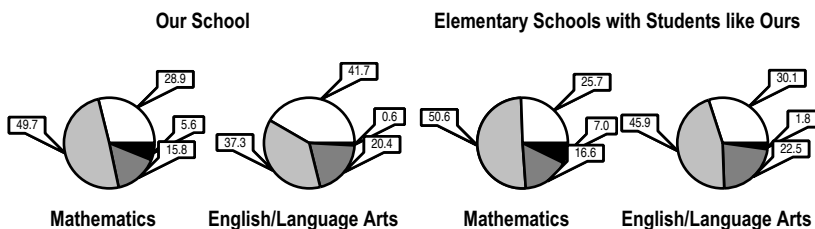
FOR MORE INFORMATION, VISIT WEBSITES AT:




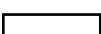
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	43	109	110
Percent satisfied with learning environment	97.6%	81.7%	80.4%
Percent satisfied with social and physical environment	97.7%	75.0%	73.1%
Percent satisfied with home-school relations	85.4%	92.7%	85.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	337	98.2	41.7	37.3	20.4	0.6	21.0	17.6
Gender								
Male	170	98.2	48.2	36.0	15.2	0.6	15.9	17.6
Female	167	98.2	34.8	38.7	25.8	0.6	26.5	17.6
Racial/Ethnic Group								
White	154	98.1	28.6	40.1	29.9	1.4	31.3	17.6
African-American	164	99.4	52.6	35.3	12.2	N/A	12.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	19	89.5	56.3	31.3	12.5	N/A	12.5	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	308	98.7	38.0	39.4	21.9	0.7	22.6	17.6
Disabled	29	93.1	90.9	9.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	337	98.2	41.7	37.3	20.4	0.6	21.0	17.6
English Proficiency								
Limited English proficient	10	90.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	327	98.5	40.0	38.4	21.0	0.6	21.6	17.6
Socio-Economic Status								
Subsidized meals	237	97.5	52.0	35.7	12.2	N/A	12.2	17.6
Full-pay meals	100	100.0	18.4	40.8	38.8	2.0	40.8	17.6

Mathematics								
All students	337	99.4	28.9	49.7	15.8	5.6	21.4	15.5
Gender								
Male	170	99.4	33.3	46.7	15.2	4.8	20.0	15.5
Female	167	99.4	24.2	52.9	16.6	6.4	22.9	15.5
Racial/Ethnic Group								
White	154	98.7	17.7	49.7	21.8	10.9	32.7	15.5
African-American	164	100.0	39.5	49.0	10.2	1.3	11.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	19	100.0	27.8	55.6	16.7	N/A	16.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	308	99.4	24.7	52.8	16.4	6.0	22.4	15.5
Disabled	29	100.0	82.6	8.7	8.7	N/A	8.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	337	99.4	28.9	49.7	15.8	5.6	21.4	15.5
English Proficiency								
Limited English proficient	10	100.0	50.0	50.0	N/A	N/A	N/A	15.5
Non-limited English proficient	327	99.4	28.2	49.7	16.3	5.8	22.1	15.5
Socio-Economic Status								
Subsidized meals	237	99.2	37.1	51.3	10.3	1.3	11.6	15.5
Full-pay meals	100	100.0	10.2	45.9	28.6	15.3	43.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	100	N/A	33.0	45.4	21.6	N/A	21.6
	Grade 4	112	N/A	32.7	48.2	18.2	0.9	19.1
	Grade 5	140	N/A	41.8	42.5	15.7	N/A	15.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	107	96.3	32.7	38.6	27.7	1.0	28.7
	Grade 4	109	99.1	46.1	37.3	16.7	N/A	16.7
	Grade 5	121	99.2	45.7	36.2	17.2	0.9	18.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	100	N/A	28.9	50.5	16.5	4.1	20.6
	Grade 4	112	N/A	28.2	39.1	21.8	10.9	32.7
	Grade 5	140	N/A	30.6	38.1	19.4	11.9	31.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	107	100.0	28.8	50.0	16.3	4.8	21.2
	Grade 4	109	99.1	27.2	55.3	11.7	5.8	17.5
	Grade 5	121	99.2	30.4	44.3	19.1	6.1	25.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 673)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 2.2%	2.8%	2.4%
Attendance rate	95.3%	Down from 100.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.5%	Down from 11.3%	10.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.5%	Up from 4.2%	8.9%	8.0%
Older than usual for grade	1.0%	Up from 0.8%	1.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	55.8%	Up from 54.3%	45.9%	50.0%
Continuing contract teachers	86.0%	Up from 76.1%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.1%	Down from 86.8%	86.0%	86.2%
Teacher attendance rate	95.5%	Down from 95.8%	95.2%	95.3%
Average teacher salary	\$39,468	Up 1.4%	\$39,374	\$39,909
Prof. development days/teacher	22.2 days	Up from 7.2 days	12.2 days	11.4 days

School				
Principal's years at school	1.0	Down from 12.0	4.0	4.0
Student-teacher ratio	18.6 to 1	Down from 19.7 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 94.9%	89.6%	89.7%
Dollars spent per pupil*	\$4,972	Up 2.6%	\$6,042	\$5,892
Percent spent on teacher salaries*	70.5%	Up from 69.8%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The year 2002-2003 was a productive year for our students, parents, faculty, and staff at Brooklyn Springs Elementary. We are appreciative of our PTA, School Improvement Council, parents, and business partners for their support of our school family.

Brooklyn Springs' major goals for the 2002-2003 school year were to maintain a nurturing learning environment for our students, our community, and each other; improve our PACT scores by teaching the SC Curriculum Standards in all core subject areas; help students "do" and "understand" mathematics; involve students with hands-on science activities; involve parents and business partners in our school environment; and help students be successful.

Increased efforts to improve student achievement have come about through the consistency of teaching Everyday Math in grades K-5, SRA Corrective Reading, Early Success, Soar To Success, hands-on science activities, and Six + 1 Traits Writing. The 21st Century program and Homework Center Plus provided remediation for students who needed additional assistance in math and language arts in our extended day program. Our BSE Family Reading Night was held monthly for both English and Spanish speaking families. This program was successful and enhanced our home-school relationships.

This year was an initial year for Brooklyn Springs as a Professional Development School in collaboration with Winthrop University. Three Winthrop student interns worked successfully with us during the second semester. They worked closely with their collaborating teachers to implement our academic program. Staff development at Brooklyn Springs included Six Traits Writing, Standards In Practice (SIP), a book study (Methods That Matter), South Carolina Reading Initiative seminars, Language Arts and Math Support Teams, and general faculty meetings with an instructional focus.

The following are noteworthy accomplishments of Brooklyn Springs. A BSE fifth grader was the Lancaster County District winner of the South Carolina Lt. Governor's writing award. Mrs. Childers was a recipient of the State Volunteer Award. Two BSE teachers earned National Board Certification. Five teachers were the recipients of EIA and J. Marion Sims Pet Grants. All total, BSE students and faculty collectively provided 17,767 hours of community service through the AmeriCorp program.

Our teachers, parents, business partners, and community continue to enrich our school in many ways as we strive to encourage lifelong learning.

Mae F. Crawford, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.